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ABSTRACT

This test is intended to assist teachers and volunteer tutors working with adult beginning readers in assessing students' reading needs when beginning a reading program and determining their progress after receiving reading instruction. The three-part pretest and three-part posttest each include sections to assess students' sight vocabularies and their word analysis, reading, and listening skills. Recording and scoring information is also provided. A section of additional notes and implications for teaching includes instructions for administering the three parts of the test and filling out the summary sheet, guidelines for using the test results, and procedures for administering a group screening test and informal measures for selecting suitable reading materials for an individual or group. Recording sheets, summary sheet, and the group screening test are included. (MN)

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READ

Reading Evaluation - Adult Diagnosis
A Test for Assessing Adult Student Reading Needs and Progress

Ruth J. Colvin
and
Jane H. Root, Ph.D.
Reading Consultant

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INTRODUCTION

Though learning to read is as easy as breathing to many people, it is nevertheless a most complex human accomplishment. The fact that so many learn with ease may blunt our understanding of those for whom this learning seems all but impossible. Many of these people, though not all, can find their way through the confusion if they have patient, sympathetic instruction that is carefully paced so that each new skill is based securely on the skills that are prerequisites. The **READ** Test has been developed to help you plan such a course. This test results from the distillation of the experience of hundreds of Literacy Volunteers tutors who have been instructing adults and teens in basic reading for more than a decade.

The complete **READ TEST** has two components:

1. A book containing student reading materials, instructions for administering the test, and implications for teaching.
2. A Testor's Recording Pad.

If you will follow this guide carefully, step by step, using the accompanying materials, you will be able to:

1. Assess student reading needs
2. Assess student reading progress

The test is divided into the following three parts:

1. **Sight Words** - lists of common words which should be recognized immediately without applying phonic skills.
2. **Word Analysis Skills** - a series of exercises to determine student's ability to analyze unfamiliar words by identifying certain letter clusters.
3. **Reading/Listening Inventory** - a series of paragraphs of increasing difficulty to determine ability to recognize words in context and both reading and listening comprehension.

Assessment should begin as soon as possible after a student is assigned to a tutor or a class. Reassessment can take place at any time, and during the course of instruction you may wish to administer a section of these tests to determine the current status of your student. But normally you would assess before you begin teaching to help you plan your lessons appropriately, and again after you have completed a sequence of instruction, perhaps at the end of the year, to determine what has been learned. There are two forms of the test for Part 1, Sight Words and for the Part 3, Reading Inventory to be used in pretesting or post-testing your student. For Part 2, Word Analysis Skills, the same form of the test is used in pre and post-testing.

For each of the three parts of the test you will use separate recording sheets (green). When you have finished the testing, you will use these sheets to prepare a summary sheet (dark green) of your student's total performance from which you can plan instruction. The instruction will be built around three goals.

1. To assist your student to acquire a growing stock of words which are instantly recognized. This will start with the 300 most common words, which you will find in TUTOR.[1]
2. To assist your student in dealing with new words not specifically taught. Instruction will begin with the sounds consonants repre-

sent and proceed to the common spelling patterns (cat-fat-sat; big-rig-pig) which later are found as syllables in longer words.

3. To develop a concern for meaning which requires applying thinking skills to what is read or heard - the Reading and Listening Comprehension Skills.

You will find a complete program for teaching these skills in TUTOR,[1] a handbook for teachers or tutors of adult basic readers which is published by Literacy Volunteers of America, Inc.

To test or to teach, you will need a space free from outside distractions. Explain to your student that you are not testing to find out all the things he/she does not know, but rather to discover what is already known so you can plan your lessons accordingly. Many adult students have understandable fears of any testing situation and it will take special sensitivity from the test administrator to attain an accurate measure of the student's capability. But don't try to inflate the results by undue coaching or urging. Assure your student that you will talk over the results when the assessment is complete.

Arrange the setting in any way that is comfortable to both you and your student. You may sit opposite or beside the student. If you move back a bit from the table or desk so that you are slightly behind your student, your recording will be less distracting. Don't hesitate to ask your student to slow down. Just say that the reading is getting ahead of your writing. You will need the student's exact response when there is an error so you can later analyze the errors and thus determine the reading difficulties. Just check when the response is correct.

Please read this entire guide through once before attempting to test so that you will understand the test as a whole and how the parts fit together to provide the basis for your reading program. You need not administer all three parts at one time, although this would not take an inordinate amount of time. If more convenient, you can administer the test on more than one day. **Give the student the chance to try all three parts,** even though you may discover great limitations after administering Parts 1 and 2. Some students will surprise you when given a paragraph to read.

1 *Colvin, Ruth J. and Root, Jane H. TUTOR — Techniques Used in the Teaching of Reading. Syracuse, New York; Literacy Volunteers of America, Inc., 1981.*

the	now	states	give
that	me	without	room
with	many	home	several
by	where	say	face
but	should	school	things
which	Mr.	left	become
she	make	away	felt
been	long	public	ever
no	under	far	seemed
up	last	better	country

Pre-Test List d	Pre-Test List c	Pre-Test List b	Pre-Test List a

PART 1 - SIGHT WORDS

Instructions

1. Have the student read the lists one word at a time, as you check correct responses and record the exact words of the student when an error occurs.
2. Stop testing in Part 1 when three errors occur in any one list. Go on to Part 2.

S	L
F	N
M	G
R	W
D	B
S	J
F	H
K	Y
T	V
P	Z
C	

m	j
r	w
a	b
f	l
d	i
n	k
c	z
v	e
t	o
p	u
s	y
h	x
g	q

List A-2 | List A-1

PART 2 - WORD ANALYSIS SKILLS

List A-1 - Letter Sounds

Instructions

1. Show the student List A-1. Say the following:
   "A scientist, whose name is Nolo, discovered a new flower. He thought about giving it his own name, Nolo, but he decided it would be better if it were not exactly like his name. So he changed the first letter to see how that would sound. Here are some of the letters he tried. See if you can pronounce the words he made up. Remember, the words rhyme with Nolo and the first word starts with this letter."
2. If the student has trouble with S or F, supply the correct responses (Solo; Folo) but provide no further coaching.
3. On the recording sheet, circle the letters which will require further instruction.
4. Unless the student does not appear to know **any** sounds, test on all letters in list A-1 to determine which letter-sounds are known.

List A-2 - Letter Names

Instructions

Do not give the test to students who do well on List A-1. Such students can be presumed to know the names of the letters. If the student does not know the names of the lower case letters in list A-2, show the upper case letters in list A-1 asking the student to name the letters.

1. Say the following:
   "Tell me the names of these letters." (Show letters m through q on List A-2).
2. On the recording sheet, circle the letters which will require further instruction.
3. Test for all letters to determine which ones are known.

lap
was
rat
pot
on
---
tar
now
pal
top
saw
won
no

ban
cob
din
fed
hub
---
gal
jot
kid
zen

mud
nag
lop
wit
pun
vat
sox
rut
yam
tug

dock
rill
jazz
cuff
mess
---
tick
yell
toss
heck
doll
buck
rack

∞

List D
CV(CC)

List C
CVC

List B
Reversals

List B - Reversals

Instructions

1. Say the following:
   "Read these words." (Show words *lap* through *on* from List B)
2. On the recording sheet, check ✓ if correct, record exact incorrect response even if a false start is self-corrected.
3. Count as correct, if initial and final sounds are right even if the vowel is incorrect: thus "rot" for "rat" is acceptable because eye movement is proceeding correctly from left to right.
4. If the student reads the first five words with ease, move to the next test section without completing the list.
5. Stop this section if none of the first five words is correct, otherwise complete the list.

Lists C and D
(CVC and CVCC)

Instructions

1. Say the following:
   "Here are some words you may not have seen before but perhaps you can read them anyway." (Show words from List C, then List D.)
2. For incorrect responses, record exactly what the student says.
3. Stop testing in section 2 when three words have been missed from List C or List D.
4. If the student reads the first five words correctly, move to the next test without completing the list.
5. If the student misses one of the first five words or hesitates considerably, administer the remaining words in the list.

stag	frog		bent		sham		bash
prom	blab		pond		thus		path
sped	slit		bask		chum		rich
scum	drop		dust		whip		graph
flip	glen		wilt		quit		
----	skim		----		phone		
trap	smut		heft				
grid	snug		damp				
crab	twig		tank				
dreg							
plop							

List F-2 Final Digraphs	List F-1 Initial Digraphs	List E-2 Final Blends	List E-1 Initial Blends

List E - Blends (initial and final)

Instructions

1. For List E-1 and E-2 say:
   "Read this list." (Show words *stag* through *flip* on List E-1 and words *bent* through *wilt* on List E-2).
2. Record the exact response for missed words.
3. If the student reads the first five words of each list correctly, proceed to List F.
4. If a word on either list is mis-read, have the student complete the list on which the mistake occurred before proceeding.
5. Stop testing on Part 2 if three or more words in each separate list of Section E are missed or continue for one more section only.

List F - Consonant Digraphs

Instructions

1. Show each word in List F-1 (initial consonant digraphs), and List F-2 (final digraphs).
2. Record the exact response for missed words.
3. Stop testing in Part 2 if three words are missed in each list taken separately, or continue for one more section as suggested.

What a merry time we've had with our old car. It warms my heart to think of some of the rare adventures we've shared. Oh, sure, it's worn a bit, but the wear you see is part of the character of that world traveler.

It's full of dents, and folks say the miles have taken their toll on the paint. It's dull in spots. There are valleys in the upholstery and on cold mornings it may stall or start off with a jolt as if it were pulling a ten-ton roller.

You know, I may be a bit mellow, but I feel awkward about turning my old power buggy over to a new owner. I'm quite aware that this car has grown to be one of the family crew.

But with all its fraying and decaying, I guess we'll buy a new one soon. The key to the car we've all enjoyed will be in someone else's loyal service one day soon.

I wonder what lies ahead for that road rover. What tales could be told already if that car could talk! I thought of the journey we took to the Smokies and of the long ride down that rough mountain trail when we ran out of gas. I can still hear the shout when the fuel pumps came into view. What a relief! But when we needed that car the most was the night we camped at Clear Brook. It poured rain all night and by morning the little stream was a roaring flood. We were nearly surrounded and we barely made it to the car in time.

So whoever buys our car gets more than four wheels, an engine, and a place to sit. A used car is a box of memories. Whoever buys ours - please handle with care.

Paragraphs G1 through G5

Instructions

1. Say:
   "Sometimes a car gets to be almost a member of the family. Here's a story of a person who felt that way about an old car. Read the story aloud."
2. On the recording sheet, the paragraphs are written with a line to the right of the words which are target-words for that paragraph. If the student misses a target-word, write the response on the line associated with that word. The skill tested in each paragraph is indicated in the left-hand margin of the recording sheet.
3. Have the student read the entire story unless there is evidence of struggling. If it is clear that such reading is beyond your student, stop testing on Part 2.

walked	circus	calf	information
calling	dance	limb	palpitate
tender	space	knock	temporary
darken	celery	castle	satisfaction
visitor	city	hour	misinform
windy	cycle	wren	interview
swiftly	huge	toward	
vacation	village	listen	
occasion	ginger	island	
freshness	edge		
restful			
anxious			

14

List K Multi-Syllabic Words	List J Silent Letter	List I Soft C and G	List H Suffixes

15

Instructions

1. Show the student List H, then List I, J, and K.
2. Write erroneous answers on the recording sheet.
3. Go on to Part 3 upon completion of these sections.
4. A score of three or more errors in any one section indicates a need for help in this skill.

PART 3 - READING/LISTENING INVENTORY

Instructions

1. For each story, say:

   "I'm going to ask you to read some sentences aloud. When you are finished, I'll ask you questions about what you have read."

2. From the recording sheet for each level, read the introduction supplied there.
3. For Pre-test Part 3, use pages 18, 20, 22, 24, 26, 28, 30, 32 and 34.
4. For Post-test Part 3, use pages 17, 19, 21, 23, 25, 27, 29, 31, and 33.

For recording and scoring information on Part 3, see page 35.

B-2

We went fishing.
I got two fish.
They almost took my line.
A boy got the big one.
It took the worm.
It was a cold day.

17

We got the bus.
It was yellow and red.
We went to the park.
The children played ball.
We ate hot dogs.
It was a good day.

C-2

Bill got a new job.
It was at a big store.
His job was keeping the windows clean.
When it rains, the windows must be cleaned again.
That makes more work.
When the sun comes out, Bill is happy

C-1

I am going to buy a Christmas tree.
I will get a doll for our little girl.
Our little boy wants a ball.
father wants a tie and a game.
Christmas is a good family day.

20

D-2

The happiest thing for me will be to move
into a new house. We always moved into old houses.
We had to fix them up. Then we sold them cheap.
Our new house will have six rooms. It is a prefab.
They will build it in a week.

21

D-1

I would like to travel. I would like to go
to New York. I like a big city. I was in New York
last month. I liked the big buildings. We walked
all over the park. Then we ate lunch and had
cold drinks. At 6 o'clock we went home on the bus.

E-2

Yesterday Mary had been working at home.
With no warning she got sick. She felt just like
a tire with no air, so she lay down on the bed.
After a little while she felt much better.
She wondered what it was that knocked her
right off her feet. But the sick bug did not win
for long.

23

E-1

I got a guitar for my birthday. I wanted one for a long time, but I thought I would never be that lucky. I can play four songs already. The kids sing along while I play. Sometimes we sound like frogs, but we don't care. It is fun anyway.

F-2

Bob says he likes to watch sports on TV.
If he goes to a football game, he doesn't always know
where the ball is. On the screen he is right where
the action is. He can stay warm if it is cold outside.
He can eat when he is hungry. But there are also
advantages to actually watching the real thing.

25

F-1

When I was a kid down south, we had a big garden and all kinds of pets—chickens, dogs, cats, pigs, and cows. We loved gooseberry pie. My parents didn't buy many baked goods. It was easy to bake at home. I would give almost anything for a pie like we used to have.

26

G-2

I went fishing with my brother this weekend.
He just bought a new Star Craft, but the engine
wouldn't start. We had to use an old boat, but
we didn't care because we were excited about fishing.
We caught a couple of bullheads and a fourteen-inch
trout. We can use the new boat the next time.
We didn't mind as long as we had some fish.

G-1

Joe wants to be an auto repair man. He would have to learn to fix wrecked cars. What he wants most is to learn to repair engines. To do this, he must check all the parts and wiring. Learning about engines would be hard but exciting and interesting.
He could make good money as an auto repair man.

28

H-2

Dear Nancy,

The children are certainly growing fast and are looking forward to vacation. Bob passed into second grade and likes school. He brought home his report card and all the comments are good. In fact, some are excellent.

He broke his collarbone and has his arm in a sling because he fell off his bicycle. Oh well, you have to expect a few accidents when you have active kids. They're always where the action is.

Write when you can.

Sincerely,
Mary

29

H-1

Mary Smith is an excellent cook and housekeeper.
Feeding seven active children and her husband isn't
always easy. With food getting so expensive, she can't
always go to the corner store. She may have to go
to several places to buy good food at the lowest prices.
But if she has to drive around to many stores,
she may spend more on gas than she saves on food.
It takes a good manager to spend money wisely.

30

Harriet Tubman — Guide to Freedom

I-2

When I started to read this book, I couldn't put it down until I finished it. It was very exciting, especially because it's true.

Harriet Tubman was a Negro slave and she hated being one. She loved her family and her people and grieved that they lived in slavery. She wanted them to be free.

31

One time an angry master was going to hit a young Negro slave. The master grabbed a heavy weight from the scales on the counter and tried to hit the young slave. Harriet came between them to protect the boy. Instead of hitting the young slave, the weight came down on Harriet's head. For the rest of her life she had dizzy spells.

This book kept me up until four in the morning

I-1

It's dangerous for kids to hop cars, especially
in snowy weather when they try to slide behind a car
by holding on to the bumper.
On a wintry day a car stopped and a bunch of kids
hung on to the bumper. One kid, Joe, hung on,
and the car dragged him for a whole block.
Because he had no gloves on and the metal
of the bumper was mighty cold, his warm hand stuck
fast. When he finally could pull it off, the skin
had stuck to the bumper and the hand was bleeding
badly. At the hospital, Joe had to have
a blood transfusion and skin grafted
onto his hand.
Moral: Don't hop cars.

32

J-2

Last week my car developed motor trouble.
I decided I needed a new valve job for one thing.
Also somebody had stolen three parts of the carburetor
so that I had to have those replaced. The car
had to be in the repair shop for about four days.
Some parts probably had to be ordered
from a wholesaler because a mechanic usually
doesn't have them in stock.

My car is a '67 Mercury convertible. I have
a small grease gun and occasionally I do the greasing
myself. Changing the oil filter and the spark plugs
are no big projects either, so I do those myself.
You can save a considerable sum when you can do
some of those things personally without needing
a mechanic for every little thing that goes wrong.

33

J-1

Video Cassette Recorders (VCRs) are becoming more popular every day. It was estimated that by 1987 two-thirds of the households in the United States would own one of these amazing machines.

It's not surprising that VCRs are so much in demand when you consider all their advantages.

If you own a VCR you can rent a movie to show the whole family at a fraction of the cost of going to a movie theater. With a VCR there's no reason to miss your favorite television program because you have to bowl at the same time it's shown. You can simply tape it, and play it when you get home.

You can rent a hand-held video camera and film the children's birthday parties and show them immediately. No waiting for films to be developed.

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PART 3 -
RECORDING AND SCORING INFORMATION

Instructions:

To obtain a level of Word Recognition and Reading/Listening Comprehension:

1. Use the following as a **Guide for Recording Errors:**

a. Omissions	- It was yellow and red.
b. Substitution	- It was yellow and red. (is)
c. Self-correction	- It was yellow and red. (is)
d. Insertion	- It was yellow and red. (it was)
e. Pronounced by teacher (Wait 5 seconds, then supply)	- It was yellow and red. (T)

2. On the Recording Sheet, write the number of errors below the line after "Word Recognition". Do not count self-corrections as errors.
3. Remove the story card from the student and read the questions indicated on the Recording Sheet. Check correct answers thus ✓; errors thus ✓ .
4. Write the number of wrong answers to the comprehension questions after "Reading Comprehension" on the recording sheet.
5. If the number of errors in **either** Word Recognition or Reading Comprehension is **above** the number allowable on the scoring guide, work downward in difficulty until the scoring criteria is not exceeded. If the number of errors in both the Word Recognition and Reading Comprehension is **below** the limit allowed, work upward until the student reaches a level where the scoring criteria is exceeded.
6. The highest level where the error criteria is not exceeded is the instructional level. For example: A student reading the Level D story is allowed three errors in Word Recognition and one error in Reading Comprehension as indicated by the scoring guide. If the student makes four errors in Word Recognition and one error in Reading Comprehension, the Word Recognition Instructional level is C if the criteria was met at that level. The Reading Comprehension level is D. Proceed with Listening Comprehension at Level E.

To obtain a level of Listening Comprehension:

1. When you have established an instructional level for word recognition and reading comprehension, read to the student from the paragraphs of the next level of difficulty above those already attempted by the student.

2. Ask the appropriate questions and mark as for reading comprehension.
3. The level before exceeding the scoring criteria marks the Listening Comprehension level.
4. Students who are still successful at Level J are marked J+ on the summary sheet. Students who cannot read at all should still be tested for Listening Comprehension.

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POST TEST

PART 1
PART 2
PART 3

41

POST TEST
PART 1 - SIGHT WORDS

Instructions

1. Have the student read the lists one word at a time, as you check each correct response and record the exact words of the student when an error occurs.
2. Stop testing in Part 1 when three errors occur in any one list. Go on to Part 2.

ADDITIONAL NOTES AND IMPLICATIONS FOR TEACHING

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PART 1 - SIGHT WORDS

To administer Part 1 of the **READ** Test you will need:

Test book

Recording Sheet for Part 1, (green), pencil

This part of the assessment consists of four lists of 10 words taken from each successive quarter of the list of the 300 words most commonly used in print. Since the list is arranged in the order of frequency of occurrence for these words in materials from popular fiction to scientific journals, testing and teaching should proceed from the words most needed, which are sampled on List a, to those occurring less frequently which are sampled on List d.

Implications for Teaching

If the student misses three or more words on List a, you will need to begin instruction on the first 75 words of the Sight Word list, TUTOR; remember to place words in context when teaching them.

List b is taken from words numbered 76-150, List c from words 151-225 and List d from the remaining words. You can judge where to begin instruction when you see where the errors begin to occur.

PART 2 - WORD ANALYSIS SKILLS

To administer Part 2 of the **READ** Test you will need:

Test book

Recording Sheet for Part 2, (green), pencil

This part of the assessment will tell you what word analysis skills the student has. You will need to follow these directions carefully because the instructions will vary a little on different sub-tests. However, if you have the directions well in hand, you can often complete this part of the test in a few minutes. That is because quick-tests are provided in several lists to help you skip over the skills already mastered without the need to proceed through the entire list of words. All students should be given the opportunity to try Part 3 regardless of their proficiency on Part 2.

SECTIONS A AND B

Implications for Teaching (List A-1)

A student who **begins** the word correctly but cannot complete it, has a sound associated with the symbol but may have trouble in blending word elements or in remembering the rhyming ending. Such students will need instruction in blending and rhyming.

Some students may name the letter but will not have a sound related to it (Y-lo; J-lo). They will need instruction in letter-sound correspondence. Note any such information picked up as you test, on the line provided in the recording sheet. You will refer to this as you plan instruction. (The letters S and F used as examples are repeated later in the list to determine if the student can respond appropriately without assistance.)

Implications for Teaching (List A-2)

While letter sounds are more important than letter names, it is useful to have a name for a letter you may wish to refer to. Most students will know the names of the letters anyway but some may show confustion on b-d or p-g. If there is hesitation, circle the letter for further attention. If it is well known, it will bring a ready response.

If letter names are known for lower case letters, you can assume your student knows the upper case forms. You will note that letter **names** are tested in lower case, letter **sounds** in upper case. That is done to let you test one problem at a time. The student may know the sound that D represents in the upper case form but in the lower case, gets b and d mixed up. By testing sounds with upper case letters, the lower case confusion is eliminated. But if there is hesitation on b or d, you know the problem is one of letter identity and not of sound-symbol correspondence. You can teach accordingly.

Implications for Teaching (List B)

Eye movement is important in reading and some students will need special training in perceiving letters in a left to right progression. Such techniques as guiding the eyes with a moving finger or pencil will help if this is an indicated problem.

SECTIONS C, D, E, F

The Sections C, D, E and F represent the building blocks for decoding or figuring out how the written language code works in relationship to the oral code. Ability to handle the next four lists with ease will indicate the student's competence in using word analysis skills to read words independently. **The lists are sequenced in the order of difficulty,** beginning with three-letter words and going to four-letter sequences. Each list incorporates the short vowel, which is the most consistent vowel sound in English.

If the student makes three or more errors in any section C through F, you can stop testing in Part 2 and go on to Part 3. However, if you wish to test further, continue testing for **one** additional list. If two sections produce three errors each do not administer any more of Part 2.

Implications for Teaching (List C)

This test is a most useful one. The words are not well known so the student will need to use some decoding skills in reading them. You will be able to check the student's ability to respond to consonants in lower case letters whether in initial or final position, the student's ability to discriminate between b and d, the most frequently confused letters, and to determine which of some common spelling patterns (-am, -ut) are known to the student. Note that the recording sheet is organized so that words with the same vowel will appear in a list where it is easy to identify the student who consistently misses a particular vowel. A careful analysis of the results of Section C will yield a list of the consonants which are not known and will indicate if the student has "word sense" which will enable him/her to figure out words which have not been specifically taught. If the student experiences real difficulty on this section you need not test further in Part 2 because if the student cannot handle three-letter words, it is unlikely that longer or more complex words can be decoded.

Implications for Teaching (List D)

In all these words, the last two letters represent a single sound. Teach the entire spelling pattern (-ill, -eck, -ess) within words that contain these letter sequences. Usually this is easily accomplished by students who have the CVC patterns well in hand.

Implications for Teaching (List E)

Sometimes a student will read CVC words quite easily and guess wildly on words in List E. The student may evidence good skills in letter and pattern recognition but seem to have trouble getting it all together as the words become longer. The tutor will need to focus attention on the sequence of letters in the word and provide encouragement for the student to use the word skills he/she has. Phonic exercises are seldom needed. Often the problem is one of attention, not lack of information about word elements.

Implications for Teaching (List F)

If the student does not know the sounds these two-letter combinations represent, the combinations must be taught in the same way you would deal with one-letter/one-sound. See the section of this guide on Using Test Results for additional information.

SECTION G

You will notice that here the format of the test changes. The words have been in lists for Sections A-F, but for Section G, the student will be asked to read from a paragraph. This is because the meaning of the sentence is needed as part of the information required to decide what the word must be when the vowel is other than a short vowel. For example, the words **bear, hear, heart,** and **heard** each have e-a-r in them but this letter combination is pronounced quite differently in each word. The reader may get close to the pronounciation by noticing the letter clusters but the final decision must square with the meaning in the sentence. Variant vowels (vowel sounds other than the short vowel) fall into several groups. In some words the vowel or vowels are followed by the letters r, l, w, or y. These letters will affect the vowel sound, but not in a consistent way. The first four paragraphs of the story will tell whether the student can read words that fall into these groups. The rest of the story is designed to pick up the other variant vowel problems - words that have two adjacent vowels or a vowel followed by a consonant and a final e.

Implications for Teaching (Paragraph G)

If the student has a good grasp of the "word sense" indicated by List C through F and knows a good many words listed on the 300 most frequently encountered words, instructional attention should shift to an emphasis on the context clues. A knowledge of some of the most common word parts combined with the meaning of the sentence will do more to help the student with variant vowels than suggesting the application of rules or assigning exercises in syllabication, accenting and the like. Encourage your student to play a hunch based jointly on meaning and on the parts of the word which do provide some clues. Good readers learn to play around with the vowel sounds and the accent on unfamiliar words.

SECTIONS H, I, J, K

Sections H, I, J, K each represent a different word analysis skill: suffixes, soft c and g, silent letters, and multisyllabic words. If the student has progressed this far, administer each of these sections. A score of three or more errors in any one section indicates a need for help in this skill.

Implications for Teaching

As in the other lists, the results of these tests will indicate what kind of word-analysis problem your student is experiencing. See the section Using Test Results for suggestions for instruction.

PART 3
READING/LISTENING INVENTORY

You will need:

Test book
Recording Sheets — Part 3, pencil

In this part of the test, you will be trying to establish a general level of difficulty at which your student can take in information through both reading and listening. You will be asking your student to read a series of graded paragraphs which has been designed through the use of a readability formula[1] to fit certain grade levels of written material.

The authors join with others in their reservations about applying school grade level designations to adults. The general knowledge and vocabulary of adults are far different from that of school-age students and therefore grade level designations of adult reading seems inappropriate in describing the range of competencies which are displayed. The poor reader can often read "Hot Rod" magazine with more comprehension than a reading text of second-grade difficulty. We would prefer that users of **READ** would regard the paragraphs in the Reading Inventory as a series that escalates in reading difficulty and which can be used as a measure of progress, broadly speaking. We are fully aware of the parts which interest and experience play in readability. A student who is especially knowledgeable about a subject can score much better when reading within that content than would be possible when reading in less familiar material written at the same readability level. We know of no way to avoid this problem. We therefore caution users to regard the results of the Reading Inventory as tentative.

Nevertheless, these paragraphs, taken from adult experience stories, have been found useful in indicating the student's ability to use the context clues, to judge the fluency of reading and to ascertain the comprehension capability of the student as he/she reads. When the difficulty of the material exceeds the student's reading ability, you will be instructed to read subsequent passages to the student in order to judge the listening comprehension. Some students will surprise you with their ability to respond to material read to them. They are blocked by print, not by their thinking ability.

1. Spache, George, "Readability Formula", Elementary School Journal, March, 1953.

The difficulty level of the two series corresponds roughly to that encompassed by materials in elementary reading textbooks:

Level A - Non-reader
Level B - up to grade 1.5
Level C - 1.6 to 2.0
Level D - 2.1 to 2.5
Level E - 2.6 to 3.0
Level F - 3.1 to 3.5
Level G - 3.6 to 4.0
Level H - 4.1 to 4.5
Level I - 4.6 to 5.0
Level J - 5.1 to 5.5

COMPLETING THE SUMMARY SHEET

1. Locate the Summary Sheet (dark green) and assemble the Recording Sheets for Parts 1, 2 and 3. Fill in the appropriate blanks for each sub-test administered. Include any notes which would be helpful in planning instruction.
2. From the Recording Sheet for Sight Words, Part 1, record the number of correct responses from each level that you tested.
3. From the Recording Sheet for Word Analysis, Part 2, indicate the student response for words missed and the number of correct responses from the sub-tests given. When this number represents the quick test, mark thus *.
4. From the Recording Sheet for Reading/Listening Inventory, Part 3, record the letter designation for the paragraph identified as the instructional level for Word Recognition, Reading Comprehension and Listening Comprehension.

USING TEST RESULTS

The Summary Sheet is your student profile from which you will plan instruction. By checking the summary for Sight Words, Part 1, you will know which part of the sight word list requires attention. In both the pre and post tests:

List a words are taken from words 1-75
List b words are taken from words 76-150
List c words are taken from words 151-225
List d words are taken from words 226-300

If very few of these common words are known, it may suggest that there is trouble making lasting associations between a written word and its

spoken counterpart. Many repetitions of this relationship must be provided before the word as written is so familiar that it instantly recalls the spoken word it represents. Some simple drill techniques using a group of not more than ten of these words at a time can be helpful. Present the words on flash cards, keeping the practice brief and paced quite fast. It may be more effective to mix such activities with games: Word Bingo, Concentration, Scrabble. Selection of common words from experience stories which can then be recognized in newspapers or other print material provides further practice.

By checking the Word Analysis summary, Part 2, you can tell where to start instruction on decoding skills assuming the following instructional sequence:

1. Letter names and sounds
2. Left to right progression
3. Short vowel words of three, then four letters
   (Teach ending patterns, not the vowel, separately)
4. Sh, th, ch, wh, ph, qu
5. Vowel patterns other than short vowels
6. Suffixes
7. Soft C and G; silent letters
8. Multi-syllabic words

Although it may often be convenient to teach particular words which do not follow the above order (for example; you may elect to teach some suffixes before all the short vowel patterns are learned), having a sequence of some kind helps you to define goals which both you and your student can understand.

If a student is to gain skills that will enable him or her to figure out a word independently (decode), there must be an understanding of how the written system works. The letters that represent a spoken word are not chaotic. They represent, with some regularity, a sound system. It may appear more chaotic than it is, because the system is not based on the occurrence of the letters alone, but on their relationship to the surrounding letters. Thus, the usual sound represented by "t" /ttt/ becomes something else when it occurs in the pattern "tion" or "tial."

It is to be hoped that those who are responsible for reading instruction will not attempt to pass along many rules to their students, even if they have learned some themselves. The sound-symbol system of English is very complex, and research has indicated that some of the more common rules often stressed by teachers of beginning reading have more exceptions than confirmations.[1]

When a student cannot decode a word, ask the student to name the letters. This frequently triggers the word. Notice the student's response when an unfamiliar word is attempted. That will frequently provide a clue to the difficulties the student may be experiencing.

Be careful that you take into account the age and interests of your student if instruction is needed in very elementary skills. There may be great reluctance on the part of your student to admit such instruction is necessary. Demonstrating progress is helpful in maintaining motivation.

1. Clymer, T., "*The Utility of Phonic Generalizations*", ***The Reading Teacher, January, 1963.***

With letters that are easily confused (b-d, p-q, m-w, for instance), teach one letter until it is thoroughly learned. At another lesson, introduce the other letter in contrast. Some teachers have found that the b-d confusion (which is always the most evident) can be straightened out if they draw the letter with a finger on the student's back. Another approach stresses having the student write what is being learned as the word or sound is said aloud. The use of various senses seems to be more effective than the intake from the eyes alone. The whole body is doing the learning.

Word analysis techniques may be very helpful to some students and totally impossible for others. Some people just cannot learn to read through approaches that have a phonic orientation. For such students, a gradual building up of a basic sight vocabulary through meeting words frequently and meaningfully in experience stories and other materials is far more fruitful. If, after reasonable instruction, the student has not made satisfactory progress using a combination of the methods described, concentrate instruction on those aspects that seem to be most profitable.

If the student is working hard at using the discoveries made about the coding system of English, but that coding system is only half learned, reading with ease and expression will not be evident. The reading will be unavoidably "lumpy-bumpy." Practice in materials that present few word recognition problems is the remedy.

Do not be distressed with the lack of fluency of the beginning reader. Praise the accuracy, not the elocution, at this point. The reading will go more smoothly as soon as the amount of cuing needed to figure out what the word is, has been reduced through practice. Practice should be aloud in the beginning, because it is most important to relate the words being met in print to their oral counterparts. Silent reading is often an opportunity to skip the words that are difficult, especially if the reader can get the general idea without bothering with all the words. Many adults who read poorly have become very good at getting a general notion of the content. Good readers often make meaningful substitution of words without a loss in comprehension, but if the student is to gain mastery of the decoding process, initial attention to accuracy is important. One way to achieve this is to have two students read to each other. Both profit from this. The reader may sometimes make errors that are not caught by the listening student, but this practice makes possible hundreds more correct associations than would be provided if each student had to await teacher time to be heard.

Many students have profited from the use of a tape recorder. The student reads a paragraph aloud, then listens to the model on the tape to correct any errors or reads along with the tape, thus getting immediate feedback on accuracy but also picking up the subtleties of phrasing and intonation which are difficult to teach but important for comprehension.

By checking the Reading/Listening Inventory levels, Part 3, you will know what level of materials will present some challenge to your student without being overwhelming. You will know whether to emphasize word recognition skills or comprehension skills to bring the reading abilities into balance, and you will know at about what level you can read to your student to increase listening comprehension.

Providing materials at appropriate levels for these activities is impor-

tant. If the student misses many words, discouragement follows quickly. Furthermore, instruction at frustration levels is futile because the student cannot carry over recent learning to new applications frequently enough. If every word - or a great many - are new, instruction cannot be effective.

Finding suitable materials for adults, which are written in very simple language, can be the greatest challenge the tutor must meet. Happily, more such materials are being produced every year. A tutor can discover the suitability of a particular material to a student's instructional level by asking that student to read a short sample as was done in the reading inventory. If many words are missed, the material is too difficult. If all words are read with ease, it is too easy. Instructional material should present some challenge, which, after instruction, can be successfully handled by the student.

Many tutors who must begin with virtual nonreaders have found the experience story to be a useful teaching tool. The student generates a story about a personal experience, describes a feeling, or shares an interest. The tutor records the information dictated, lettering it in manuscript writing or typing it. The resulting story then becomes the instructional material - the student learns to read the words spoken. These can be collected into a book and read by others or reread by the student from time to time.

As a student's decoding skills improve, more emphasis can be placed on comprehension, recall of details, organizing details for further use in predicting, perceiving cause-and-effect relationships, and inference. Did the student get the message? Was it perceived vaguely or in enough detail to use the information gained to think about the topic productively? At this stage, every experience a student has had, personally or vicariously, through hearing or through reading about the experiences of others, makes a contribution. Comprehension results from the interaction of the reader's knowledge with the ideas called forth from the author's words. The broader and more personal the reader's experience is, the greater is the understanding of what is read.

Until the student reads with some ease, use listening as a basis for developing these skills.

Each of the following activities should be represented in a reading lesson:

1. Instruction to increase the available sight words.
2. Skill development in decoding independently.
3. Response to what is read through recall, summary, prediction, etc., as evidence of reading comprehension.
4. Listening to increase the thinking skills.

Many instructional handbooks in the teaching of reading will give guidance in providing a program for your student including TUTOR, a handbook prepared especially for adult basic reading instruction by Literacy Volunteers of America, Inc.

There is no instructional method that succeeds with all students. Experiment to find the approaches that seem best suited to your student. Use some variety in every lesson. Your student should know what the goals of instruction are and some part of these goals should be reached in every lesson. The student should recognize this achievement. For an adult especially, learning to read is hard work. Respect the courage that this effort requires.

of	such	himself	group
is	even	again	president
as	before	small	order
I	your	part	per
from	because	every	looked
one	how	number	large
there	world	something	along
has	get	but	least
if	never	took	family
its	might	set	area

POST TEST
PART 2 - WORD ANALYSIS SKILLS

Repeat pages 5-15 as the post test, following the directions given there.

POST TEST
PART 3 - READING/LISTENING INVENTORY

Use the stories on pages 17, 19, 21, 23, 25, 27, 29, 31, and 33, following the directions given on page 16 and page 35.

Group Screening Test

You will need one copy of the Group Screening Test[1] (yellow) for each student. Although the tests already described are appropriate for dealing with an individual student, you may have a roomful of students or perhaps several roomsful throughout a teaching day. Some of these students will need adjusted instruction to take into account a range of reading skills. For some, listening to a text on tape may be more profitable than reading it.

You may need a rough screen test to help to determine which students should be tested further. The Group Screening Test is useful for this purpose. It provides a test of word matching which assesses speed and accuracy of perception. It does **not** test vocabulary, pronunciation, comprehension, or other skills. Experience has shown that students who require more than seventy-five seconds to complete this test will probably have many reading problems. Further diagnosis is, of course, necessary to determine the specifics of the problems, but in less than two minutes it is possible to select a group of students for whom further diagnosis is appropriate.

Teacher's Instructions

Provide a test sheet for each student (yellow). The teacher should say to the students:

> "You will note the word 'medicine' at the left in the sample box (Point). Find this same word in the row that follows (Indicate). You will note this same word is under B. Underline the word that is the same as the key word at the left of the line. Now, do the second word in the sample.
> "When I say 'start', finish the page as quickly as you can. Then look up here (indicate the chalk-board) and record in the space at the bottom of the page the last number not crossed out on the board."

The teacher marks on the board the number of seconds that have elapsed since the beginning of the testing period in five-second intervals like this:

~~45~~ ~~50~~ ~~55~~ 60

If a student looks up and sees 60, when all items on the page have been completed, 60 is written at the bottom of the sheet. Continue recording to 100 seconds. Then say, "If you have not finished, write 100 on the bottom line and pass in your paper."

It is usually not important to score for accuracy beyond a rough check. Simply note the elapsed time as the basis for judging the capability of the student.

As stated above, those students who require more than seventy-five seconds to complete this test, probably have reading problems. Further diagnosis is advised.

1. *The authors wish to acknowledge Dr. Harold Herber, Syracuse University, as the originator of this assessment method.*

Informal Measures for Selecting Suitable Reading Material for an Individual or a Group

Determining Instructional Level

Many experts emphasize the importance of placing students in reading materials which are appropriate both in content and in difficulty. This should be done in all areas of the curriculum, not just in the instructional material used in a reading class. A point of view and a method of obtaining the information necessary for placement in materials is suggested below.

If the percentage of error in what the student is reading is too great, it is very difficult to improve because the student cannot pick out a few things to be learned well. If one is to profit from reading instruction, practice must be provided in materials that limit the percentage of errors. For this reason, reading teachers designate three levels of performance for each person so that the student will be assured of some challenge in the instruction but not so much challenge that it is overwhelming. The criteria for each of the three levels concern the number of errors in word recognition and in comprehension for a given material. An **independent level** is one in which there are very few errors in pronouncing the words and most of what is read is easily understood. This is the appropriate level for reading for pleasure in library materials or for assignments in the content areas where a teacher does not preteach words and concepts needed for understanding before assigning the text.

To assign appropriate material for a reading class, the teacher will want to find an **instructional level.** For this level some words will need to be pretaught before silent reading, and because of the greater emphasis on words, comprehension will be somewhat lower.

A **frustration level** occurs when many words are not understood and comprehension is entirely unsatisfactory.

The following chart suggests the percentages of competence needed for each level:

	Word Recognition	Comprehension
Independent	98-99%	90%
Instructional	94-96%	70-75%
Frustration	-90%	-50%

Many college reading departments have produced their own informal reading inventories based on a graded set of books or other materials to which designated grade levels are attributed. But modern instructional materials differ so widely in teaching strategies, and the levels of reading difficulty at the same designated grade level are so different, that a graded inventory based on materials *other* than those the student will be reading is not very useful. Therefore, the following procedure is recommended for group or individual assessment:

1. When the teacher is ready to test, eight to ten students are assembled. These students should be approximately similar in skill level. A book judged to be appropriate is selected. The teacher

gives the first student in the group a copy of the book and keeps one for scoring the student's errors. All the other students are listening.

2. The teacher writes the first student's name in the margin of the book.
3. The teacher asks the first student to read a section of about one hundred running words, estimated in advance and marked / at the end of a sentence.
4. As the student reads, the teacher records responses in this way:

a. Circles all omissions.	The boy went in(to)the stable.
b. Notes substitutions.	walked The boy went into the stable.
c. Indicates self corrections.	~~walked~~ The boy went into the stable.
d. Notes insertions.	old The boy went into the stable.
e. Supplies the word and indicates thus - T (teacher supplied) - if the student hesitates for five seconds.	T The boy went into the stable.

   f. Notes in the margin F.P. (finger pointing), W.B.W. (word by word reading), Rep. (repetitions to correct or just to gain time), and any other symptoms of stress such as sighing, excessive speed, foot tapping.
   g. Later, teacher goes back to count the number of errors (a, b, d, and e) to determine a word recognition score. Subtracting the errors from 100 gives a word recognition percentage.
5. After each student reads about 100 running words, the book is given to the next student who reads the next 100 running words and so on until all have read. This should be done on several occasions so there will be three or more samples from each student. Vary the first student called on, since later readers have an advantage. Be sure students are always reading material they have had no chance to read before.
6. While following this same procedure with another group of students, allow the first group to read a story independently. Then have the students close their books and answer questions about the story to assess their comprehension, using a sheet of questions prepared in advance. Be sure to include some recall questions, some questions that require inference, some that require organizing the material and some that require the ability to communicate. Minimize the need to write words so as to free students to answer without stress about the spelling required. Use four or more items for multiple choice to reduce the guessing possibilities. Ten questions translate easily to percentages. You can thus obtain a measure of overall comprehension.
7. Compare the results thus obtained with the criteria suggested for an estimate of the degree of mastery of a given level of material.

Keep varying the difficulty until you have an instructional level for each student.

CAUTION Some students will miss the same words (usually those little words found in any reading), no matter how simple the material. It is not necessary to place a student in very elementary material if it is these easy words that are being missed. Teach the common words that are not known through games, drill, etc. until the student is sure of them, then retest for placement.

Some students have the notion that to read is to pronounce words. If this ability is far ahead of comprehension, so that placing the student properly for comprehension would be regarded as insulting, teach for comprehension intensively, perhaps through listening, until the student can summarize what is read. Then retest for placement.

TUTOR, by Dr. Jane Root and Ruth Colvin, is a basic text for training tutors of adult basic reading. It is addressed mainly to those who have had no experience in teaching, but its explicit techniques also are useful to professional teachers.

CONTENTS: The Problem; Profile of a Good Basic Reading Tutor; Profile of an Adult Student; Preteaching Needs (Diagnosis and Testing); Word Recognition Skills (Language Experience), Sight Words, Phonics (Consonants), Word Patterns; Applying All Techniques, Comprehension and Study Skills; Goals and Lesson Plans; Student Motivation and Reinforcement; Other Teaching Helps (Spelling, Alphabetizing, Library Use, Rewriting and Simplifying Materials); Tutor Competency Evaluation; Classroom Teaching (Adaptation of TUTOR Techniques.) Appendix includes the Three Hundred Most Frequently Used Words, Functional Reading Word List for Adults; Useful Words for Filling Out Forms; Signs in Capitals; Glossary of Terms; Suggested Key Words; Suffixes and Word Patterns. 1981/96 pp./8½ x 11 paper/$6.00

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RECORDING SHEET - PART 1 PRE-TEST

Sight Words

Student's Name _____ Tester's Name _____ Date _____

WRITE INCORRECT RESPONSES

List a			*List b*		
1.	the	_____	1.	now	_____
2.	that	_____	2.	me	_____
3.	with	_____	3.	many	_____
4.	by	_____	4.	where	_____
5.	but	_____	5.	should	_____
6.	which	_____	6.	Mr.	_____
7.	she	_____	7.	make	_____
8.	been	_____	8.	long	_____
9.	no	_____	9.	under	_____
10.	up	_____	10.	last	_____
		No. correct _____			No. correct _____

List c			*List d*		
1.	states	_____	1.	give	_____
2.	without	_____	2.	room	_____
3.	home	_____	3.	several	_____
4.	say	_____	4.	face	_____
5.	school	_____	5.	things	_____
6.	left	_____	6.	become	_____
7.	away	_____	7.	felt	_____
8.	public	_____	8.	ever	_____
9.	far	_____	9.	seemed	_____
10.	better	_____	10.	country	_____
		No. correct _____			No. correct _____

READ

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RECORDING SHEET – PART 2 PRE-TEST

Word Analysis Skills

Student's Name _____ Tester's Name _____ Date _____

WRITE INCORRECT RESPONSES

SECTION A - Letter Sounds and Names

List A-1

Sounds - S F M R D S F K T P C L N G W B J H Y V Z _____

Names - S F M R D S F K T P C L N G W B J H Y V Z _____

List A-2 (Names)

m__ r__ a__ f__ d__ n__ c__ v__ t__ p__ s__ h__ g__ j__ w__ b__ l__ i__ k__ z__ e__ o__ u__ y__ x__ q__

SECTION B - Reversals

List B

lap_____ was_____ rat _____ pot _____ on_____

tar_____ now_____ pal _____ top _____ saw_____ won_____ no_____

SECTION C - CVC (Consonant-Vowel-Consonant)

List C

ban_____ cob_____ din _____ fed _____ hub_____

gal _____ jot_____ kid _____ zen _____ mud _____

nag _____ lop _____ wit _____ pun_____

vat _____ sox _____ rut _____

yam_____ tug _____

SECTION D - CV (CC) (4 letters - 3 sounds)

List D

dock_____ rill _____ jazz_____ cuff_____ mess _____

tick_____ yell_____ toss_____ heck _____ doll_____ buck_____ rack _____

SECTION E - Blends (Initial and Final)

List E-1 (Initial)

stag_____ prom_____ sped _____ scum_____ flip _____

trap_____ grid_____ crab _____ dreg _____ plop _____ frog _____ blab _____ slit _____

drop _____ glen_____ skim _____ smut_____ snug _____ twig _____

List E-2 (Final)

bent _____ pond_____ bask _____ dust _____ wilt_____

heft_____ damp _____ tank _____

SECTION F - Digraphs (Initial and final)

List F-1 (Initial)

sham_____ thus _____ chum _____ whip_____ quit_____ phone_____

List F-2 (Final)

bash _____ path _____ rich _____ graph _____

READ

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SECTION G - Variant Vowels

G-1 R-controlled

What a merry_____ time we've had with our old car_____. It warms_____ my heart_____ to think of some of the rare _____adventures we've shared_____. Oh, sure, it's worn_____ a bit, but the wear_____ you see is part_____ of the character_____ of that world_____ traveler.

G-2 L-controlled

It's full_____ of dents, and folks_____ say the miles have taken their toll_____ on the paint. It's dull_____ in spots. There are valleys_____ in the upholstery and on cold_____ mornings it may stall_____ or start off with a jolt_____ as if it were pulling_____ a ten-ton roller_____.

G-3 W-controlled

You know_____, I may be a bit mellow_____, but I feel awkward_____ about turning my old power_____ buggy over to a new_____ owner_____. I'm quite aware_____ that this car has grown_____ to be one of the family crew_____.

G-4 Y-controlled

But with all its fraying_____ and decaying_____, I guess we'll buy_____ a new one soon. The key_____ to the car we've all enjoyed_____ will be in someone else's loyal_____ service one day_____ soon.

G-5 Vowel diraphs and vowel plus E

I wonder what lies_____ ahead_____ for that road_____ rover_____. What tales_____ could_____ be told already_____ if that car could talk! I thought_____ of the journey_____ we took_____ to the Smokies_____ and of the long ride_____ down that rough_____ mountain_____ trail_____ when we ran out of gas. I can still hear the shout_____ when the fuel_____ pumps came_____ into view_____. What a relief! _____ But when we needed_____ that car the most was the night we camped at Clear Brook_____. It poured_____ rain_____ all night and by morning the little stream_____ was a roaring flood_____. We were nearly_____ surrounded_____ and we barely made it to the car in time_____.

So whoever buys our car gets more than four_____ wheels_____, an engine_____, and a_____ place_____ to sit. A used car is a box of memories_____. Whoever buys ours - please_____ handle with care.

SECTION H - Suffixes

List H

walked _____ calling_____ tender_____ darken_____ visitor_____ windy_____
swiftly_____ vacation _____ occasion _____ freshness_____ restful_____ anxious_____

SECTION I - Soft c and g

List I

circus _____ dance _____ space_____ celery _____ city_____ cycle_____
huge _____ village_____ ginger _____ edge _____

SECTION J - Silent Letters

List J

calf____ limb____ knock____ castle____ hour____ wren____ toward____ listen____ island____

SECTION K - Multi-Syllabic Words

List K

information_____ palpitate_____ temporary_____ satisfaction_____
misinform_____ interview _____

READ

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RECORDING SHEET - PART 3 PRE-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

Level A - A student is scored at Level A when success in meeting criteria at Level B is not attained.

LEVEL B (1)

Introduction

Here is a story about a family who spent a day on an outing. Read aloud to find out what they did.

We got the bus. It was yellow and red. We went to the park. The children played ball.

We ate hot dogs. It was a good day.

Comprehension Check:

1. _____Where did the family go? (to the park; on a picnic)
2. _____How did they get there? (by bus)
3. _____What did they eat? (hot dogs)
4. _____What did the children do besides eating? (play ball)
5. _____What was the weather like? (any answer indicating "a good day")

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition_____ Reading Comp. _____
Listening Comp. _____

Scoring Guide:

2 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 PRE-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL C (1)

Introduction:

Holidays are such fun. Here is a story about how a family is getting ready for a special holiday. Find out what they will do.

I am going to buy a Christmas tree. I will get a doll for our little girl. Our little boy wants a ball. Father wants a tie and a game. Christmas is a good family day.

Comprehension Check:

1. _____What is the little girl going to get for Christmas? (a doll)
2. _____What does the little boy want? (a ball)
3. _____Who wants a tie and a game? (Father)
4. _____What besides presents is the person in the story going to buy for the whole family to enjoy? (a Christmas tree)
5. _____Why do you think the writer says Christmas is a good family day? (anything suggesting "togetherness" with Christmas tree and gifts)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____

Listening Comp. _____

Scoring Guide:

2 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 PRE-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL D (1)

Introduction:

Everybody likes to go places. Find out where this person went and what he did when he got there.

I would like to travel. I would like to go to New York. I like a big city. I was in New York last month. I liked the big buildings. We walked all over the park. Then we ate lunch and had cold drinks. At 6 o'clock we went home on the bus.

Comprehension Check:

1. _____Where does the person in the story say he likes to go? (New York; a big city)
2. _____What does he like about New York? (big buildings or big city; if he says "park," ask what else he likes)
3. _____What did they do in the park? (walked or ate lunch or had cold drinks)
4. _____What time did he go home? (6 o'clock or early evening)
5. _____Why do you think he traveled by bus? (no car; too much traffic; no driver's license; too young to drive; other)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____

Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 PRE-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL E (1)

Introduction:

Enjoying music is a good way to spend your spare time. Read to find out how this person had fun with music.

I got a guitar for my birthday. I wanted one for a long time, but I thought I would never be that lucky. I can play four songs already. The kids sing along while I play. Sometimes we sound like frogs, but we don't care. It is fun anyway.

Comprehension Check:

1. _____What instrument did he get? (guitar)
2. _____How many songs can he play? (four or several)
3. _____Who sings along when he plays the guitar? (the kids)
4. _____What do they sometimes sound like? (frogs)
5. _____Why do you think he didn't have a guitar sooner? (any answer acceptable that is logical, such as birthday only once a year, he wasn't old enough, he didn't have the money)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____
Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 PRE-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL F (1)

Introduction:

It's fun to think back on the days when you were very young. Read about the memories one person has of his childhood.

When I was a kid down south, we had a big garden and all kinds of pets — chickens, dogs, cats, pigs, and cows. We loved gooseberry pie. My parents didn't buy many baked goods. It was easy to bake at home. I would give almost anything for a pie like we used to have.

Comprehension Check:

1. _____Name three of the pets mentioned in the story. (any three out of five constitute a correct answer)
2. _____What did they like for dessert? (pie or gooseberry pie)
3. _____Where did they get the pie? (made it at home)
4. _____Why doesn't he eat gooseberry pie now? (because he can't get any)
5. _____Why didn't they buy much at the bakery? (there were few bakeries in those days; it was easy to bake at home)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____
Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 PRE-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL G (1)

Introduction:

Read what the person in this story thinks would be interesting work.

Joe wants to be an auto repair man. He would have to learn to fix wrecked cars. What he wants most is to learn to repair engines. To do this, he must check all the parts and wiring. Learning about engines would be hard but exciting and interesting. He could make good money as an auto repair man.

Comprehension Check:

1. _____What is the man's name in the story? (Joe)
2. _____What does Joe want to be? (an auto repair man, or fix wrecked cars)
3. _____What part of the job does he want most to do? (working with engines or repairing engines or fixing cars)
4. _____Besides being interesting and exciting what else does Joe think is good about being an auto repair man? (make good money, or fun)
5. _____What do you think Joe could choose to do in his spare time that would help his job? (any "mechanical" answer is satisfactory)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____

Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 PRE-TEST

Reading/Listening Inventory

Student's Name _____ Tester's Name _____ Date _____

LEVEL H (1)

Introduction:

Spending money is as important as earning it. Find out what this person does with her money.

Mary Smith is an excellent cook and housekeeper. Feeding seven active children and her husband isn't always easy. With food getting so expensive, she can't always go to the corner store. She may have to go to several places to buy good food at the lowest prices. But if she has to drive around to many stores, she may spend more on gas than she saves on food. It takes a good manager to spend money wisely.

Comprehension Check:

1. _____How many children does Mary Smith have? (seven; a large family)
2. _____How does she save on food? (by shopping around)
3. _____What is the writer's opinion of Mary Smith? (good cook or housekeeper; takes good care of her family)
4. _____Why wouldn't you always drive around to get the lowest price on food? (gas costs money too)
5. _____How can you save money by spending? (anything to do with "stretching the dollar" or good management)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____

Listening Comp. _____

Scoring Guide:

4 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 PRE-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL I (1)

Introduction:

Sometimes things that are fun can spell trouble. This story tells about one sport that doesn't always end happily. Read to find out more about it.

It's dangerous for kids to hop cars, especially in snowy weather when they try to slide behind a car by holding on to the bumper.

On a wintry day a car stopped and a bunch of kids hung on to the bumper. One kid, Joe, hung on, and the car dragged him for a whole block.

Because he had no gloves on and the metal of the bumper was mighty cold, his warm hand stuck fast. When he finally could pull it off, the skin had stuck to the bumper and the hand was bleeding badly. At the hospital, Joe had to have a blood transfusion and skin grafted onto his hand.

Moral: Don't hop cars.

Comprehension Check:

1. _____What is the "trouble" sport in the story? (hanging on or hopping cars)
2. _____How far did the car drag Joe? (a whole block)
3. _____Why did his hand stick to the bumper? (no gloves and cold bumper)
4. _____What did they do at the hospital to help Joe? (gave him a blood transfusion and a skin graft)
5. _____What other danger is there in hopping cars besides the trouble Joe had? (any acceptable one, such as, other cars could bump one, or you could fall under the wheels)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____

Listening Comp. _____

Scoring Guide:

5 errors permitted 1 error permitted

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RECORDING SHEET - PART 3
Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL J(1)

Video Cassette Recorders (VCRs) are becoming more popular every day. It was estimated that by 1987 two-thirds of the households in the United States would own one of these amazing machines.

It's not surprising that VCRs are so much in demand when you consider all their advantages. If you own a VCR you can rent a movie to show the whole family at a fraction of the cost of going to a movie theater. With a VCR there's no reason to miss your favorite television program because you have to bowl at the same time it's shown. You can simply tape it, and play it when you get home.

You can rent a hand-held video camera and film the children's birthday parties and show them immediately. No waiting for films to be developed.

COMPREHENSION CHECKS

1. _____ In 1987, how many households in the U.S. will own VCRs? (Two thirds.)
2. _____ Name two advantages of owning a VCR. (Save money on movies; tape shows when you're away from home.)
3. _____ How would you use a video camera? (Film children's parties; family get-togethers, sports events.)
4. _____ How else would you use your VCR? (Rent travelogs, nature films, instructional material)
5. _____ If you were not watching a VCR program on TV, what might you be doing? (Reading; taking part in a sport; playing cards; or any suitable answer.)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____
Listening Comp. _____

Scoring Guide:

6 errors permitted 1 error permitted

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SUMMARY SHEET

(To be compiled from Recording Sheets from Parts 1, 2, and 3)

Student's Name _____ Tester's Name _____ Date _____

Part 1 - SIGHT WORDS

Number correct on *List a*: _____
Number correct on *List b*: _____
Number correct on *List c*: _____
Number correct on *List d*: _____

Part 2 - WORD ANALYSIS SKILLS

Section		*Record Student Incorrect Response*	*No. Possible*	*No. Correct*
A - Letter Sounds Not Identified			17	
- Letter Names Not Identified			26	
B - Reversal Problems			12	
C - CVC Not Known			19	
D - CV (CC)			12	
E - Initial Blends Not Known			19	
- Final Blends Not Known			8	
F - Initial Digraphs Not Known			6	
- Final Digraphs Not Known			4	
G - Variant Vowel Problems	G-1		11	
	G-2		10	
	G-3		9	
	G-4		7	
	G-5		34	
H - Suffixes Not Known			12	
I - Soft c and g Problems			10	
J - Silent Letter Problems			9	
K - Multi-Syllabic Word Problems			6	

Part 3 - READING/LISTENING INVENTORY

A Word Recognition - Instructional Level _____
B Reading Comprehension - Instructional Level _____
C Listening Comprehension - Instructional Level _____

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THE READ TEST
ADDITIONAL NOTES AND IMPLICATIONS FOR TEACHING

Extracted from Reading Evaluation Adult Diagnosis (Revised)
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PART 1 - SIGHT WORDS

This part of the assessment consists of four lists of 10 words each. List A is taken from the first 75 words on Page 83 in TUTOR ("the" through "first"); List B from the next 75 words ("any" through "used"); List C from the next 75 words ("take" through "program"); and List D the remaining words ("city" through "matter").

You can judge where to begin instruction when you see where the errors begin to occur.

PART 2 - WORD ANALYSIS SKILLS

SECTION A

List A-1	A student who begins the word correctly but cannot complete it evidently knows the sound associated with the initial letter but may have some difficulty in blending word elements or in remembering the rhyming ending. Such student will need instruction in blending and rhyming. Some students may name the letter but will not have a sound related to it (Y - lo, J - lo,). They will need instruction in letter-sound correspondence.
List A-2	While letter sounds are more important than letter names, it is useful to have a name for a letter, particularly in writing and spelling. The student may show some confusion on "b" vs. "d" or "p" vs. "g".
List B	Eye movement is important in reading. If reading from left to right is an indicated problem, guiding the eyes with a moving finger or pencil will help.
List C	A careful analysis of List C will indicate which consonants are not known. Also note that the recording sheet is arranged so that words with the same vowel appear in a list making it easy to identify particular vowels that are consistantly missed.
List D	In all these words, the last two letters represent a single sound (-ill, -eek, -ess). Teach the entire spelling pattern with words that contain these letter sequences.
Lists E & F	These lists will be given only if the student has satisfactorily completed Lists C and D.
Paragraph G	In reading this paragraph, the meaning of the sentence is needed to decide what the word is when the vowel sound varies. If the student has done well with Lists C through F and knows many of the sight words, a knowledge of some of the most common word parts combined with the meaning of the sentence will do more than rules to help the student with variant vowels.
Lists H, I, J, & K	If the student has progressed this far, administer each of these lists. The results will indicate what word analysis problems your student is experiencing.

PART 3 - READING/LISTENING INVENTORY

These paragraphs have been useful in indicating the student's ability to use context clues, to judge fluency in reading, and to ascertain his/her comprehension capability as the student reads; and, when the reading material exceeds the student's reading ability, you will read subsequent paragraphs to him/her to judge the listening comprehension.

The following table relates the reading level roughly to the grade level:

Level A	Non Reader
Level B	Up to Grade 1.5
Level C	1.6 - 2.0
Level D	2.1 - 2.5
Level E	2.6 - 3.0
Level F	3.1 - 3.5
Level G	3.6 - 4.0
Level H	4.1 - 4.5
Level I	4.6 - 5.0
Level J	5.1 - 5.5

THE SUMMARY SHEET

Parts 1 and 2 of the Summary Sheet will provide information from which you will be able to plan your instruction.

Part 3 is most important as a means of measuring and reporting progress. These results are reported to and consolidated by the affiliate, state, and national offices as a gauge for determining the effectiveness of the L.V. program. By checking the Reading/Listening Inventory levels, you will know what level of materials will present some challenge to your student without being overwhelming. Finding suitable material written in very simple language constitutes such a challenge. Have the student read a short sample of the text. If many words are missed, the material is too difficult. If read with ease, it is too easy.

It is to be hoped that the tutor will not attempt to pass along many rules to his/her student. When a student cannot decode a word, ask the student to name the letters. This frequently triggers the word.

There is no instructional method that succeeds with all students. Experiment to find the approaches that seem best suited to your student. Use some variety in every lesson. Your student should know what the goals of instruction are and some part of these goals should be reached in every lesson. The student should recognize this achievement. For an adult especially, learning to read is hard work. Respect the courage that this effort requires.

RECORDING SHEET - PART 1 POST TEST

Sight Words

Student's Name _____ Tester's Name _____ Date _____

WRITE INCORRECT RESPONSES

List a			*List b*		
1.	of	_____	1.	such	_____
2.	is	_____	2.	even	_____
3.	as	_____	3.	before	_____
4.	I	_____	4.	your	_____
5.	from	_____	5.	because	_____
6.	one	_____	6.	how	_____
7.	there	_____	7.	world	_____
8.	has	_____	8.	get	_____
9.	if	_____	9.	never	_____
10.	its	_____	10.	might	_____
		No. correct _____			No. correct _____

List c			*List d*		
1.	himself	_____	1.	group	_____
2.	again	_____	2.	president	_____
3.	small	_____	3.	order	_____
4.	part	_____	4.	per	_____
5.	every	_____	5.	looked	_____
6.	number	_____	6.	large	_____
7.	something	_____	7.	along	_____
8.	but	_____	8.	least	_____
9.	took	_____	9.	family	_____
10.	set	_____	10.	area	_____
		No. correct _____			No. correct _____

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RECORDING SHEET – PART 2 POST-TEST

Word Analysis Skills

Student's Name _____ Tester's Name _____ Date _____

WRITE INCORRECT RESPONSES

SECTION A - Letter Sounds and Names

List A-1

Sounds - S F M R D S F K T P C L N G W B J H Y V Z _____

Names - S F M R D S F K T P C L N G W B J H Y V Z _____

List A-2 (Names)

m__ r__ a__ f__ d__ n__ c__ v__ t__ p__ s__ h__ g__ j__ w__ b__ l__ i__ k__ z__ e__ o__ u__ y__ x__ q__

SECTION B - Reversals

List B

lap_____ was_____ rat _____ pot _____ on_____

tar_____ now_____ pal _____ top _____ saw_____ won_____ no_____

SECTION C - CVC (Consonant-Vowel-Consonant)

List C

ban_____ cob_____ din _____ fed _____ hub_____

gal _____ jot_____ kid _____ zen _____ mud _____

nag _____ lop _____ wit _____ pun_____

vat _____ sox _____ rut _____

yam_____ tug _____

SECTION D - CV (CC) (4 letters - 3 sounds)

List D

dock_____ rill _____ jazz_____ cuff_____ mess _____

tick_____ yell_____ toss_____ heck _____ doll_____ buck_____ rack ____

SECTION E - Blends (Initial and Final)

List E-1 (Initial)

stag_____ prom_____ sped _____ scum_____ flip _____

trap_____ grid_____ crab _____ dreg _____ plop _____ frog _____ blab _____ slit _____

drop _____ glen_____ skim _____ smut_____ snug _____ twig _____

List E-2 (Final)

bent _____ pond_____ bask _____ dust _____ wilt_____

heft_____ damp ____ tank _____

SECTION F - Digraphs (Initial and final)

List F-1 (Initial)

sham_____ thus _____ chum ____ whip_____ quit_____ phone_____

List F-2 (Final)

bash _____ path _____ rich _____ graph ____

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SECTION G - Variant Vowels

G-1 R-controlled

What a merry_____ time we've had with our old car_____. It warms_____ my heart_____ to think of some of the rare _____adventures we've shared_____. Oh, sure, it's worn_____ a bit, but the wear_____ you see is part_____ of the character_____of that world_____ traveler.

G-2 L-controlled

It's full_____ of dents, and folks_____ say the miles have taken their toll_____ on the paint. It's dull_____ in spots. There are valleys_____ in the upholstery and on cold_____ mornings it may stall_____or start off with a jolt_____ as if it were pulling_____ a ten-ton roller_____ .

G-3 W-controlled

You know_____ , I may be a bit mellow_____ , but I feel awkward_____ about turning my old power_____ buggy over to a new_____ owner_____. I'm quite aware_____ that this car has grown_____ to be one of the family crew_____.

G-4 Y-controlled

But with all its fraying_____ and decaying_____ , I guess we'll buy_____ a new one soon. The key_____ to the car we've all enjoyed_____ will be in someone else's loyal_____ service one day_____ soon.

G-5 Vowel diraphs and vowel plus E

I wonder what lies_____ ahead_____ for that road_____ rover_____ . What tales_____ could_____ be told already_____ if that car could talk! I thought_____ of the journey_____ we took_____ to the Smokies_____ and of the long ride_____ down that rough_____ mountain_____ trail_____ when we ran out of gas. I can still hear the shout_____ when the fuel_____ pumps came_____into view_____ . What a relief! _____ But when we needed_____ that car the most was the night we camped at Clear Brook_____ . It poured_____ rain_____ all night and by morning the little stream_____ was a roaring flood_____ . We were nearly_____ surrounded_____ and we barely made it to the car in time_____ .

So whoever buys our car gets more than four_____ wheels_____ , an engine_____ , and a_____ place_____ to sit. A used car is a box of memories_____ . Whoever buys ours - please_____ handle with care.

SECTION H - Suffixes

List H

walked _____ calling_____ tender_____ darken_____ visitor_____ windy_____
swiftly_____ vacation _____ occasion _____ freshness_____ restful_____ anxious_____

SECTION I - Soft c and g

List I

circus _____ dance _____ space_____ celery _____ city_____ cycle_____
huge _____ village_____ ginger _____ edge _____

SECTION J - Silent Letters

List J

calf____ limb____ knock____ castle____ hour____ wren____ toward____ listen____ island____

SECTION K - Multi-Syllabic Words

List K

information_____ palpitate _____ temporary_____ satisfaction_____
misinform_____ interview _____

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RECORDING SHEET - PART 3 POST-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

Level A - A student is scored at Level A when success in meeting criteria at Level B is not attained.

LEVEL B (2)

Introduction:

What do you like to do in your spare time? Here is a story about a popular outdoor sport. Read it to find out what it is.

We went fishing. I got two fish. They almost took my line. A boy got the big one. It took the worm. It was a cold day.

Comprehension Check:

1. _____What sport is the story about? (fishing)
2. _____How many fish did the fisherman get? (two)
3. _____Who got the big fish? (a boy)
4. _____What did they use for bait? (worms)
5. _____At least how many people went fishing? (any answer that states two or more)

Check one: ☐ Study read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____

Listening Comp. _____

Scoring Guide:

2 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 POST-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL C (2)

Introduction:

This is a story about someone's work. Read it to find out what the person in the story does.

Bill got a new job. It was at a big store. His job was keeping the windows clean. When it rains, the windows must be cleaned again. That makes more work. When the sun comes out, Bill is happy.

Comprehension Check:

1. _____What is Bill's job? (washing windows)
2. _____Where does he work? (at a big store)
3. _____What makes extra work for Bill sometimes? (rain)
4. _____What weather does Bill like best? (sunny weather)
5. _____Why does Bill take an interest in the TV weather report? (to see if it's going to rain or not; or anything about weather)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____
Listening Comp. _____

Scoring Guide:

2 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 POST-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL D (2)

Introduction:

It's fun to go to a new place to live. This story tells about the experience of moving. Read it to find out what happened.

The happiest thing for me will be to move into a new house. We always moved into old houses. We had to fix them up. Then we sold them cheap. Our new house will have six rooms. It is a prefab. They will build it in a week.

Comprehension Check:

1. _____What kind of houses did the person in this story always move into before? (old houses)
2. _____What did this family usually do with their old houses? (fix them up; sell them cheap)
3. _____How many rooms will this new house have? (six)
4. _____How long will it take to build this new house? (a week; not very long)
5. _____Do you think there will be other houses just like this one and why? (yes; prefab)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____
Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 POST-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL E (2)

Introduction:

Have you ever felt good one minute and terrible the next and then you wondered what happened? Read about how this person describes that feeling.

Yesterday Mary had been working at home. With no warning she got sick. She felt just like a tire with no air, so she lay down on the bed. After a little while she felt much better. She wondered what it was that knocked her right off her feet. But the sick bug did not win for long.

Comprehension Check:

1. _____What happened while Mary was doing her work? (she got sick)
2. _____How does she describe that sick feeling? (like a tire with no air; dizzy)
3. _____What did she do? (went to bed; laid down)
4. _____How did she feel at the end of the story? (much better)
5. _____Do you think she will have to go to the hospital? (no, it didn't last long)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____
Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 POST-TEST

Reading/Listening Inventory

Student's Name _____ Tester's Name _____ Date _____

LEVEL F (2)

Introduction:

Everyone likes outdoor fun but sometimes that's not possible. Read about a way to have fun even if the weather where you are is stormy.

Bob says he likes to watch sports on TV. If he goes to a football game, he doesn't always know where the ball is. On the screen he is right where the action is. He can stay warm if it is cold outside. He can eat when he is hungry. But there are also advantages to actually watching the real thing.

Comprehension Check:

1. _____What is the name of the person mentioned in the story? (Bob)
2. _____What sport does the story tell about? (football)
3. _____Give one way that watching football on TV can be better than watching it outdoors. (you see it better; stay warm; you can eat)
4. _____Tell me one more way that TV could be better. (answers above)
5. _____Why do you think some people prefer going to the game? (any reasonable answer)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____

Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 POST-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL G (2)

Introduction:

This is a story about trouble that didn't last long. Find out what the trouble is and what the person in the story did.

I went fishing with my brother this weekend. He just bought a new Star Craft, but the engine wouldn't start. We had to use an old boat, but we didn't care because we were excited about fishing. We caught a couple of bullheads and a fourteen-inch trout. We can use the new boat the next time. We didn't mind as long as we had some fish.

Comprehension Check:

1. _____What did the person in the story do this weekend? (fishing; fishing with his brother)
2. _____Why didn't they use the new boat? (it wouldn't work)
3. _____What was the most important thing on their minds that weekend? (getting fish; using the new boat)
4. _____What kind of fish did they catch? (bullheads and trout)
5. _____What is a Star Craft? (a boat)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____

Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 POST-TEST

Reading/Listening Inventory

Student's Name _____ Tester's Name _____ Date _____

LEVEL H (2)

Introduction:

This is a letter a mother wrote to her friend. Find out what she says about her family.

Dear Nancy,

The children are certainly growing fast and are looking forward to vacation. Bob passed into second grade and likes school. He brought home his report card and all the comments are good. In fact, some are excellent.

He broke his collarbone and has his arm in a sling because he fell off his bicycle. Oh well, you have to expect a few accidents when you have active kids. They're always where the action is.

Write when you can.

Sincerely,
Mary

Comprehension Check:

1. _____What grade is Bob in? (second)
2. _____What information do you have about the kind of student Bob is? (passed, likes school, good marks, good comments — any two)
3. _____What kind of an accident did Bob have? (fell off bicycle)
4. _____What bone did he break? (collarbone; arm)
5. _____What time of year is it and why? (spring because looking forward to summer vacation; or late winter looking forward to spring vacation)

Check One: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____
Listening Comp. _____

Scoring Guide:

3 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 POST-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date

LEVEL I (2)

Introduction:

Harriet Tubman was famous for helping her people. This is a book report on the story of her life.

Harriet Tubman — Guide to Freedom

When I started to read this book, I couldn't put it down until I finished it. It was very exciting, especially because it's true.

Harriet Tubman was a Negro slave and she hated being one. She loved her family and her people and grieved that they lived in slavery. She wanted them to be free.

One time an angry master was going to hit a young Negro slave. The master grabbed a heavy weight from the scales on the counter and tried to hit the young slave. Harriet came between them to protect the boy. Instead of hitting the young slave, the weight came down on Harriet's head. For the rest of her life she had dizzy spells.

This book kept me up until four in the morning.

Comprehension Check:

1. _____Who was Harriet Tubman? (Negro; slave)
2. _____What did she want for her people? (freedom)
3. _____What was the master going to do to the young Negro slave? (hit him with a heavy weight)
4. _____What happened to Harriet Tubman as a result of her heroic action? (got hit on the head; had dizzy spells the rest of her life)
5. _____How could a book keep someone up until four in the morning? (any obvious answer)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition _____ Reading Comp. _____

Listening Comp. _____

Scoring Guide:

5 errors permitted 1 error permitted

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RECORDING SHEET - PART 3 POST-TEST

Reading/Listening Inventory

Student's Name _____ Tester's Name _____ Date _____

LEVEL J (2)

Introduction:

A car can be fun but it is also a responsibility. Read about some ways to keep a car in shape.

Last week my car developed motor trouble. I decided I needed a vew valve job for one thing. Also somebody had stolen three parts of the carburetor so that I had to have those replaced. The car had to be in the repair shop for about four days. Some parts probably had to be ordered from a wholesaler because a mechanic usually doesn't have them in stock.

My car is a '67 Mercury convertible. I have a small grease gun and occasionally I do the greasing myself. Changing the oil filter and the spark plugs are no big projects either, so I do those myself. You can save a considerable sum when you can do some of those things personally without needing a mechanic for every little thing that goes wrong.

Comprehension Check:

1. _____What was the trouble with the car? (motor trouble; needed new valve job; carburetor repair)
2. _____What kind of a car does he talk about in the story? (Mercury; convertible)
3. _____What happened to the carburetor? (parts were stolen)
4. _____What jobs did the owner do himself? (any two — grease; change oil filter; change spark plugs)
5. _____How do you suppose the man learned to fix his car? (studied in school; someone showed him; he figured it out himself—any two)

Check one: ☐ Student read story; ☐ Examiner read story

Number of errors:

Word Recognition_____ Reading Comp. _____
Listening Comp. _____

Scoring Guide:

6 errors permitted 1 error permitted

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SUMMARY SHEET

POST-TEST

(To be compiled from Recording Sheets from Parts 1, 2, and 3)

Student's Name _____ Tester's Name _____ Date _____

Part 1 - SIGHT WORDS

Number correct on *List a*: _____ Number correct on *List c*: _____

Number correct on *List b*: _____ Number correct on *List d*: _____

Part 2 - WORD ANALYSIS SKILLS

Section	*Record Student Incorrect Response*	*No. Possible*	*No. Correct*
A - Letter Sounds Not Identified		17	
- Letter Names Not Identified		26	
B - Reversal Problems		12	
C - CVC Not Known		19	
D - CV (CC)		12	
E - Initial Blends Not Known		19	
- Final Blends Not Known		8	
F - Initial Digraphs Not Known		6	
- Final Digraphs Not Known		4	
G - Variant Vowel Problems G-1		11	
G-2		10	
G-3		9	
G-4		7	
G-5		34	
H - Suffixes Not Known		12	
I - Soft c and g Problems		10	
J - Silent Letter Problems		9	
K - Multi-Syllabic Word Problems		6	

Part 3 - READING/LISTENING INVENTORY

A Word Recognition - Instructional Level _____

B Reading Comprehension - Instructional Level _____

C Listening Comprehension - Instructional Level _____

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Group Screening Test

Student's Name_____

Date_____

SAMPLES	*A*	*B*	*C*	*D*
medicine	medieval	medicine	midnight	medium
child	church	chief	child	cheer

1.	envelope	enormous	enrich	envelope	environment
2.	important	important	impacted	information	impress
3.	addresses	addressed	addresses	administer	admit
4.	relative	related	reliable	relieve	relative
5.	clothes	children	church	client	clothes
6.	principal	principle	prince	priceless	principal
7.	directly	direction	directly	directive	dirigible
8.	country	cousin	country	county	counter
9.	sometimes	summertime	sentence	sometimes	somewhere
10.	house	home	horse	horns	house
11.	assist	assistance	assist	allied	aid
12.	afford	afford	accord	accept	after
13.	suppose	support	supply	supposedly	suppose
14.	newspaper	newsman	neutral	nevermore	newspaper
15.	records	recent	reticent	recorded	records
16.	friends	family	freaks	friends	freedom
17.	supervisor	supervision	supervisor	supersede	supervisors
18.	paragraph	paradise	pardon	paragraph	parallel
19.	government	governed	governor	governs	government
20.	Tuesday	Tunisia	Tuesday	Thursday	Thelma
21.	elected	election	electors	electorate	elected
22.	practice	practical	practice	prospect	proceeds
23.	team	term	torn	team	train
24.	local	loco	locality	location	local
25.	opportunity	opportune	opportunity	application	applied

Score Time_____

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